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ABSTRACT

This book provides the vision and rationale for "centers of pedagogy" that can bring schools and universities together in a close, renewing relationship. It proposes a redesign of education that is grounded in a mission of enculturating students in a social and political democracy. The first four chapters address questions related to the nature and design of centers of pedagogy and their role in effecting the simultaneous renewal of schools and teacher-preparation programs. Chapters 5 and 6 describe curriculum issues that centers of pedagogy inevitably face and must resolve in program development. The seventh chapter addresses the inquiry processes of schools through which teachers can create good schools. For further improvement, interagency collaboration and reasoned discourse are needed. The final chapter illustrates that the major sets of conditions embraced by the postulates for program renewal (explained in chapter 3) are not unrealistic and unattainable. The chapter summarizes the process from conceptualization to implementation and revisits the themes of the preceding chapters: from steps toward creating new settings, to heartening examples of commitment and leadership, to exemplary curriculum development, to the establishment of school-university partnerships, to the transformation of school and university cultures, to collaboration involving agencies beyond schools and universities, to influences on state policies. An index, references, and seven figures are included. (LMI)

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